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REPORT ON EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR SUMMER YOUTH DEMONSTRATION PROGRAM THROUGH YOUTH OPPORTUNITY CENTERS.

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THE 1966 SUMMER YOUTH DEMONSTRATION PROGRAM OPERATED AT 50 YOUTH OPPORTUNITY CENTERS (YOC) IN 22 STATES. DESIGNED TO PROVIDE A STRONGER RELATIONSHIP BETWEEN COMMUNITY YOUTH AND THE YOUTH CENTER, LOCAL PEOPLE ON SUMMER VACATION WERE HIRED TO WORK IN THE PROGRAMS. THEY ACTED AS IN-HOUSE CLERICAL HELP, COMMUNITY WORKERS IN OUTREACH ACTIVITIES, INTERVIEWERS AND JOB DEVELOPERS FOR THE SUMMER PLACEMENT PROGRAM, AND AIDED IN GROUP GUIDANCE TRAINING. THE LATE START OF THE PROGRAM (JULY 1) CREATED SERIOUS HANDICAPS. THE COMMUNITY WORKER PROGRAM SUFFERED FROM LACK OF LEAD-TIME TO SELECT PERSONNEL, AND ONLY ABOUT 25 PERCENT OF APPLICANTS WERE PLACED IN SUMMER JOBS. HOWEVER, THERE WAS SOME REAL SUCCESS. THE YOUTH PROVIDED REAL SERVICE TO THE CENTERS. THE GROUP GUIDANCE CLASSES (CALLED "TIDE" FOR TESTING, INFORMING, DISCUSSING, AND EVALUATING) WERE CONSIDERED AN OUTSTANDING SUCCESS IN PROVIDING ORIENTATION TO THE WORKING WORLD AND EXPLORATION AND CLARIFICATION OF ATTITUDES AND RELATIONSHIPS. IT IS RECOMMENDED THAT SOME FORM OF SUMMER YOUTH EMPLOYMENT PROGRAM BE PART OF YOUTH CENTER SERVICES, AND THAT THE TIDE PROGRAM BE REFINED AND DEMONSTRATED WITH ACCURATE AND TIMELY CONTROLS OVER GRANT-IN-AID PAYMENTS AND REPORTING PROCEDURES AND, IF SUCCESSFUL, BE INCORPORATED AS A REGULAR PART OF MDTA TRAINING. (PT)

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REPORT

on

Experimental and Demonstration Manpower Project

for

Summer Youth Demonstration Program

through

Youth Opportunity Centers

Implemented by

Memorandum of Agreement No. 82-09-66-111

between

Office of Manpower Policy, Evaluation and Research

and

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United States Department of Labor

YOC Operation Period - June 15, 1966 to September 30, 1966

Followup and Evaluation Period - September 30, 1966 to December 31, 1966

report

This is a report on a special manpower project as authorized by a Memorandum of Agreement, dated June 15, 1966, between the directors of the Office of Manpower Policy, Evaluation and Research and the Bureau of Employment Security in the United States Department of Labor, under the authority of the Manpower Development and Training Act.

The report is based on individual State progress reports covering YOC summer activities during the period from July 1, 1966 to September 30, 1966, and on program reviews. The report was prepared jointly by

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INTRODUCTION

The principal objective of the E&D Summer Youth Demonstration Program, as stated in the project proposal, was to develop a stronger working relationship between the youth of a community and the Youth Opportunity Center. It was expected that this working relationship would be mutually beneficial, both to the YOC and to the youth, in that it would: (1) enable the YOC to provide a better summer program of service to the community, (2) orient more community youth to the work of the Youth Opportunity Center, (3) promote the government's program of providing summer jobs for students, and (4) enable the YOC to determine more realistic staffing needs.

To further these objectives, four categories (blocks) of summer youth activities were proposed:

Block I, Youth Aides for clerical and in-house assistance

Block II, Community Workers for outreach activities

Block III, Student Interviewers and Job Developers for the Summer Placement Program

Block IV, Counselors and trainees for group guidance training (TIDE classes)

Each of these blocks is discussed in detail in later sections of this report. Following are general comments and observations with respect to the accomplishments, shortcomings and problems of the project as a whole.

GENERAL COMMENTS

All of the YOC managers with whom the project was discussed felt that the Summer Youth Demonstration Program was a success, that it demonstrated a need existing in the YOC, and that it should be repeated next summer.

National office staff who reviewed programs in participating YOC's are generally in agreement that all phases of the project were not equally successful. Their composite opinion is that the Youth Aide program for in-house clerical assistance (Block I) did not reveal any new or novel types of assignments, but did provide a real service to YOC's at a time when such additional help was sorely needed.

The Community Worker program (Block II) suffered from a lack of selective application. The program based its allocation of workers primarily on population factors for the cities selected. Some of these cities already had extensive outreach programs in operation. In cities which had no community workers, the number provided by the program was insufficient to do the job that needed to be done. Lack of lead time in selecting community workers resulted in the selection of some youth who did not have the maturity or other characteristics necessary for effective outreach.

The Summer Placement program (Block III) was seriously handicapped by the program's late start. The interviewing and application-taking process was largely completed by the time Block III was implemented. Some significant results were noted in job development, but generally speaking the ratio of summer placements to applicants was of the order of about 25% which is not as good as could be hoped.

The group guidance (TIDE) classes in Block IV were an outstanding success in the opinion of class counselors, supervisors, and others associated with the program. Adequate measurement of the accomplishments of the TIDE program does not exist. The reporting format for TIDE classes (Appendix A) did not anticipate the placement action that would result, and consequently did not require statistical followup information. Trainees felt they had been helped, counselors generally were amazed at the improvement they noted in individuals, and placements resulted, but measurement of the results of the program in terms of psychological or sociological factors will have to await further refinement of the TIDE technique, adequate testing, and controlled followup.

Additional detail with respect to each of these blocks of the Summer Youth Demonstration Program is found in individual sections on the following pages.

ADMINISTRATIVE PROBLEMS

The Summer Youth Demonstration Program was confronted with several administrative problems which should be mentioned, both in defense of its shortcomings and for the benefit of those developing similar projects in the future. This particular project was the first of its kind to be developed by the national office for implementation in local offices of a number of States, with funds transferred from the Office of Manpower, Policy, Evaluation and Research (OMPER) to the Bureau of Employment Security (BES), and subsequently funded to the States through established State funding procedures. Some of the problems faced by the project, such as relationships with the Office of Financial and Management Services, and approval for a Project Coordinator, will probably not recur since policy decisions in these areas have now been made. Problems which will recur and which will warrant future consideration are as follows:

1. Lead Time - From the time a draft proposal of the Summer Youth Demonstration Program was prepared (May 10) until obligational authority was granted the States (July 14) a total lapsed time of slightly more than two months was recorded. This is not sufficient lead time for a project of this scope. The various items that need to be covered during this period of time include:

   a. Preparation of draft proposal.
   b. Review of draft by BES, OMPER and OF&MS.
   c. Preparation of final proposal (memo request from BES to OMPER).
   d. Preparation of BOB submission relative to reports (allow 5 weeks for reply).
   e. Memorandum of Agreement from OMPER to BES and BES acceptance to OMPER.
   f. Transfer of funds by OF&MS from OMPER to BES.
   g. Determination of State requirements by submission of Form BES 82-08 by States.
   h. Determination of project and time reporting codes.
   i. Review and approval of State submissions.
   j. Arrangements for project supervision, including hiring of project coordinator, if required.
   k. Allocation of funds or obligational authority to States.

A minimum of three month's lead time is required for these activities. This means that if a similar project is to be developed in time to be fully utilized during the summer of 1967, the initial steps outlined above should be started not later than March 1.

2. Cost, Budgeting - Budgeted costs for E&D projects are required as a part of proposal submissions. For the Summer Youth Demonstration Program, salaries and other costs were estimated uniformly for all States. Differences in State salaries and minimum wage scales made it necessary to adjust project costs for many cities. This would have been avoided had the States initially been asked to submit requirements prior to submission of proposal to OMPER. This would have delayed the proposal, however, by several weeks.

3. Funding - States submitted Supplemental Budget Requests (BES Form 82-08) for funding. This is the regular form used for all State requests for supplemental funds. Unless clearly marked and unless finance personnel are specially briefed, E&D requests on this form are apt to be misrouted. A clearer procedure for identifying and routing State requests for E&D funds should be developed. Possibly the simple addition of the letters E&D to the request number would suffice. In any event, on this project, considerable time was spent locating forms in the national office which had been sent in by the regions.

4. Reporting - BES procedures for reporting costs, time, and accomplishments do not easily lend themselves to normal E&D project reporting. For most OMPER non-governmental projects it is possible to identify a project administrative officer who can provide an itemized list of costs with supporting vouchers and other data as required. The Summer Youth Demonstration Project operated through twenty-two State administrative offices, forty metropolitan areas, and fifty YOC's. Consolidated State reports to BES identify overall State project expenditures. Accountability data within reporting code areas is not normally available at the national office level. Additional reporting detail from YOC's involves BES with Bureau of the Budget clearances, which take more time than was available to the summer youth project. BOB clearance was requested for the Final Report Form (Appendix A), but anticipating the delay the report format was hand carried to most YOC's for their guidance in preparation of a report on a voluntary basis.

BLOCK I - YOUTH AIDES
Clerical and In-house Assistance Program

This phase of the Summer Youth Demonstration Project was designed (1) to verify the need existing in Youth Opportunity Centers for additional clerical help, (2) to provide summer jobs for youth, and (3) to acquaint youth with the operations of their community YOC. The program was established in twenty-five Standard Metropolitan Areas. The basic wage allotted was $1.25 per hour, but it was necessary to increase the hourly rate, and correspondingly to reduce the number of positions allocated, for cities which had higher minimum State hiring practices. Table I shows the number of youth aides originally allocated and subsequently authorized.

TABLE I
Youth Aides Allocated vs Authorized

Metropolitan Area	Initially Allocated	Finally Authorized
Boston	13	13
Newark	8	8
Buffalo	8	6
New York City	48	32
District of Columbia	10	10
Baltimore	9	0
Philadelphia	22	19
Pittsburgh	12	10
Birmingham	3	0
Miami	4	4
Tampa-St. Petersburg	6	6
Atlanta	6	6
Memphis	4	4
Chicago	30	26
Minn.-St. Paul	8	8
Kansas City	5	4
St. Louis	10	8
Baton Rouge	2	2
Shreveport	2	2
Tulsa	2	2
Houston	6	6
San Antonio	5	5
Phoenix	3	3
Los Angeles	28	20
San Diego	8	5
San Francisco-Oakland	13	9
Total Number of Youth Aides	273	218

From reports and visits to YOC's it appears that Youth Aides performed duties that in total covered a wide range of clerical activities. In order of prominence these included: purging applicant files, typing, assembling and stuffing mail-outs, switchboard operating, organizing supplies, telephoning (applicant call-in, and placement verification), organizing MDTA and other special files, outreach activities, filing, operating duplicating machines, preparing reports, stenography, notating records (MDTA, NYC, Job Corps, etc.), scoring tests, maintaining reading materials and displays.

A surprising number of very competent youth aides were recruited for the summer program, even at the $1.25 rate. As one YOC manager put it, "We have the file, we picked the best." Some local offices which did not have hiring authority for temporary or emergency personnel, became involved in State civil service certifications which not only slowed the recruiting process, but resulted in temporary hire of individuals who, strictly speaking, were not in the "summer youth" category. Fortunately, only a few States had this problem. Most State offices which did not have local authority were able to get emergency civil service approval by conferences with the State merit system or governor.

A category of youth aide supervisor at $1.50 per hour was established in the project design at a ratio of one supervisor for approximately five youth aides. The project intended, *but did not specifically state, that* the supervisor also be a youth. Consequently, about half of the YOC's hired an older adult to provide this supervision. YOC managers who were questioned closely on this provided some interesting justifications, which included benefits resulting from involving high school counselors in YOC activities and the establishment of a separate summer worker group or task force with flexibility to work in several employment service areas. This aspect of the program is discussed in more detail under the Summer Placement Program (Block III).

In conclusion, it can be stated that the use of youth aides in YOC's during the summer of 1966 did not demonstrate many unusual or different types of work that these people might do. The program did, however, demonstrate some things, such as:

1. A need does exist in YOC's for additional clerical assistance. As a result of the Summer Youth Demonstration Project YOC managers were able to purge applicant files that hadn't been reviewed in several months. The result was a more useful active applicant file. Annotation and cross-referencing of records, such as for counseling and MDTA training, was accomplished which in many cases would not have been otherwise done. As a result these records will provide more and better information than was true previously. Some new and useful files were established, such as individual MDTA trainee record files, which would

not otherwise have been attempted. YOC managers without exception were enthusiastic in their praise of what summer youth had done in the program. The fact that many activities, begun in the summer, were carried over into NYC jobs in the fall indicates, both that the program was needed, and that if attempted again it should be coordinated with existing NYC activities.

2. There are still many well-qualified youths available for summer jobs, who do not meet the rigid requirements of NYC, but who apparently are in sufficient need of money to work at NYC rates.

3. Capable high school juniors and seniors can fit into YOC office routines with a minimum of training. Summer work of this type may prove an excellent source of recruitment for future ES clerical staff.

Comments Pro And Con Regarding The Use Of Youth Aides (Block I)

(The following are selected comments designed to reflect the YOC experience with youth aides, with as little repetition as possible of unimportant data.)

ATLANTA - ".....a most welcomed asset to the YOC.....used in all types of clerical activity...relieved regular staff of less professional activities..... no problems were encountered in recruiting."

BOSTON - ".....many of the tasks performed would not have been accomplished without E&D youth.....freed professional employees from routine clerical tasks....those who could use a typewriter were more useful."

DISTRICT OF COLUMBIA - ".....amount of work produced by these people was well worth the money invested.....additional lead time..would have permitted.. even greater returns."

HOUSTON - "we feel that the use of youth aides has been of immeasurable help to this office in allowing us to put our records in order."

MINNEAPOLIS-ST. PAUL - "...we put our house in order and should operate much more smoothly and efficiently.....over 23,000 application cards (two years without action) were purged and destroyed. NYC, Job Corps, and MDT files were reorganized.....creative ideas of summer workers introduced innovations which have made our files more functional."

OAKLAND - "In spite of the obstacles of late funding, we were able to recruit.. more applicants..than we had positions.....the minimum qualifications were realistic.....they performed a great variety of assignments including organization of training guides..occupational guide file..ordering supplies and maintaining stock. One clerical aide..assisted with initial interviewing of applicants.....their output was well worth the effort of training them."

ST. PETERSBURG - "Rate of pay ($1.21) was greatest problem.....All have been eager, willing workers."

TAMPA - "One of the most significant accomplishments..has been the ability to catch up on the reams of paperwork required by our operation."

BLOCK II - COMMUNITY WORKERS
Outreach Program

This phase of the Summer Youth Demonstration Project was designed to demonstrate that summer youth would be effective in (1) reaching other youth to encourage them to visit their YOC, and (2) following up individuals whom the local office wished to contact but was unable to reach by phone or mail. As with youth aides, the basic hourly wage for youth community workers was $1.25 with an extra $1.00 per day being provided for transportation. Ten of the twenty-five participating YOC's were able to operate the program on this schedule. In the remaining YOC's transportation costs or State minimum salary schedules forced an increase, which in some cases necessitated a corresponding decrease in the number of community workers in order to stay reasonably within overall budgeted amounts. Table 2 shows this comparison.

TABLE 2
Community Workers Allocated vs Authorized

Metropolitan Area	Initially Allocated	Finally Authorized
Boston	3	3
Newark	2	2
Buffalo	2	2
New York	11	8
District of Columbia	2	2
Baltimore	2	2
Philadelphia	5	4
Pittsburgh	3	2
Birmingham	1	0
Miami	1	1
Tampa-St. Petersburg	1	1
Atlanta	2	2
Memphis	1	1
Detroit	4	0
Cincinnati	2	0
Cleveland	2	0
Chicago	7	7
Indianapolis	1	0
Minn.-St. Paul	0	1
Kansas City	1	1
St. Louis	2	1
New Orleans	1	0
Baton Rouge	0	1
Shreveport	0	1
Tulsa	1	1

Houston	2	0
Dallas	0	2
San Antonio	1	0
Fort Worth	0	1
Phoenix	1	1
Los Angeles	7	7
San Diego	2	2
San Francisco	3	3
Total	73	59

The summer youth outreach program demonstrated that youths can be used effectively in outreach activities. Of those YOC's reporting specifically on community outreach activities:

2 YOC's used youth community workers to actively seek out prospective new applicants and personally escort them to the YOC.

3 YOC's made a positive effort to locate missing applicants or MDTA trainees to get them back into active status.

8 YOC's used community workers to call at specified addresses to recruit for Job Corps, MDTA and similar programs.

7 YOC's restricted community workers to distribution of promotional materials and discussions with other youths at playgrounds, bowling alleys, and other gathering places.

These figures are incomplete and indicate certain problems that were encountered in the youth community worker program. These are listed in the following order of significance:

a. Some States had civil service registers they were required to use (or preferred to use) for community workers, with the result that older workers (i.e. non-youth) were sometimes employed.

b. In some instances a community worker was employed who could not relate to the unemployed target population. This resulted both from civil service restrictions and hasty employment action. The principal problem was employment of white males or females in cities where the target population was predominately Negro. Even this disparity, however, can be overcome (as it is in Rochester, N.Y.) if the right type of outreach worker is selected.

c. Transportation remained a problem in the youth outreach program in spite of the transportation allowance. An effective job of outreach, including escort of individuals and repeated address call-back or tracing requires an automobile. Unless State-owned vehicles are available, problems of insurance liability must be faced.

In summary, it is felt that the use of youths as community workers was not adequately demonstrated in the summer youth demonstration project, most probably because good community workers represent a very special type of person and the short lead time of the project did not permit adequate selection in all cases. In those instances where good youths were selected, they demonstrated a certain usefulness in distributing promotional materials, talking to groups, and following up addressees. Student youth in this type of work would have limited value in recruiting or escorting older personnel to the YOC, particularly by private vehicle.

Comments Pro And Con Regarding The Use Of Community Workers (Block II)

ATLANTA - "We have used our two community workers for followup..on regular applicants as well as..MDTA.....utilized in clerical functions in the YOC.....used in transporting Block IV (TIDE) on field trips.....positions could best be handled by males..selected..high school graduates."

BALTIMORE - "Two summer workers have been assigned to Block II - MDTA follow-up.....some 362 attempts to contact 130 MDTA dropouts were made.. 38 were successful..no one at all was home in 54% of the attempts."

BOSTON - "...needed on a year-round basis...would like to see a continual grant..to allow us to employ two dropouts or otherwise disadvantaged..... would counsel..and train..in local office operations..use for outreach.. after six months..develop suitable jobs..and start off with two more..... Hire more boys than girls."

DALLAS - "....Both were quite effective in their approaches to youth.....They were handicapped somewhat due to lack of time to train them.....Their efforts did result in several youth coming to the office. They visited approximately 100 homes..to talk to parents and youth.....They also visited numerous youth hangouts."

DISTRICT OF COLUMBIA - "Since we were not sure of funding until the very last minute, we were not able to mount the suggested outreach and followup program.....community workers were used exclusively for clerical duties and in-house assistance."

FT. WORTH - ".....primary responsibilities (were) in Job Corps outreach recruitment and followup on MDTA graduates...greatly relieved our regular staff for more detailed and advanced work."

MEMPHIS - "This program has been very successful.....we were recruiting for Neighborhood Youth Corps and Job Corps.".

NEWARK - "Community workers have assisted the community relations director by collating..mailings..attending CAP meetings and running errands."

ST. PETERSBURG - "...if the person is going to be effective out in the community particularly the disadvantaged areas, then they should have this type of background and environment themselves. The person we hired in this category is the average middle class type and he is competent enough, however, he cannot reach or communicate with the disadvantaged group."

OAKLAND - ".....the project began when two-thirds of the summer season had passed.....primary activities..consisted of their efforts to publicize.. services to employers..and peer groups.....Generally, our experience..was good.....A total of 383 employer visits resulted in 31 orders for 40 job openings.....Only one complaint was received..whereas a number of favorable comments were received.....The effectiveness of these youth is minimal when compared to that of employment community workers...a carefully screened group...more extensively indoctrinated into policy and procedures than the community service trainees. However, these services were a definite value..... One of the trainees particularly, who wielded some influence with one of the larger youth gangs, was extremely helpful in persuading a number of youth to come in for service."

PHOENIX - "It was decided..that specific groups of applicants should be selected..MDTA dropouts..NYC graduates..high school dropouts..high school graduates not college bound.....298 call-in cards were sent.....There were 146 responses.....The remaining 152 (were) contacted.....we feel the program was successful.....The most crippling handicap was the lack of staff personnel. It would have been very easy to utilize the services of at least three community workers."

BLOCK III - STUDENT INTERVIEWERS, JOB DEVELOPERS
Summer Placement Program

This phase of the Summer Youth Demonstration Project was designed to demonstrate that youth in senior high schools and colleges could assist YOC personnel in operating a summer placement program by interviewing youth interested in summer jobs, classifying and organizing summer applicant files, referring individuals to summer jobs, and contacting employers by phone and in person to solicit job openings, take job orders, and verify placements. Personnel were allocated to YOC's by units, consisting of four student interviewers and four job developers per unit. Twenty-five YOC's participated in the program and were allocated summer youth as shown in Table 3.

TABLE 3
Allocation of Summer Placement Personnel

City	Units Allocated	Number of Youth
Boston	2	16
Newark	1	8
Buffalo	2	16
New York	4	32
District of Columbia	1	8
Baltimore	1	8
Philadelphia	2	16
Pittsburgh	1	8
Jacksonville	½	4
Atlanta	1	8
Memphis	1	8
Chicago	1	8
Minn.-St. Paul	2	16
St. Louis	1	8
Baton Rouge	½	4
Shreveport	½	4
Dallas	½	4
Fort Worth	½	5
Houston	½	4
San Antonio	½	4
Phoenix	1	8
Tucson	1	8
Los Angeles	4	32
San Diego	1	8
San Francisco - Oakland	4	32
Total	34½ units	277 youths

The fact that the program was not funded until July 14 had a serious impact on this phase of the project. Most of the interviewing of summer applicants was completed by this time. There was little time to teach DOT classification to the personnel selected. Classification consequently was done by regular interviewers or in accordance with broad classifications set up for the occasion. In effect the summer youth employees did not set up and operate a summer placement program of their own. They provided supplemental services to programs already operating in the YOC.

These summer youth services consisted principally of:

a. Organizing and arranging summer applicant files.

b. Telephoning employers who had replied to Vice-President Humphrey's request for participation in the Youth Opportunity Campaign.

c. Soliciting job orders by telephone and in person.

d. Searching summer applicant files, calling in applicants, and verifying placements with employers for both summer youth and other youth referrals.

From reports and personal staff visits to YOC's it is apparent that YOC managers felt that their summer placement programs were improved by the addition of summer youth personnel. Applicant files were maintained in much better condition for placement purposes. The increased job development activity was reflected by an increase in job orders and placements, and employers usually reacted favorably to the type of youth who visited them to solicit job orders.

Very few YOC managers, however, were satisfied with the results of their summer placement programs. The nation wide report of the Youth Opportunity Campaign when checked against the cities in Table 3, shows that those areas which did not participate in the summer youth project had a ratio of summer applicants to summer placements of 13%, whereas for those cities which did participate the average was 25%. Although the addition of summer youth did apparently increase significantly the effectiveness of the summer placement program, the indicated average placement of 25 out of every 100 applicants still leaves substantial room for improvement. The general feeling of YOC managers was that this figure would have been better if summer youth had been made available earlier. As the program developed student interviewers were not used as interviewers to the extent programmed, but were transferred to placement, job development, and clerical functions as needed.

This mobility of summer youth would seem to indicate that perhaps the program was over-compartmentalized in Blocks I, II and III. Quite a few YOC's used youth aides, community workers, and student placement personnel interchangeably, and one YOC (Baltimore) established a "Summer Work Project" as a separate organizational unit available for the full range of activities in Blocks I, II and III. Use of a number of college students (social science majors) in this program provided a local office version of CAUSE in which a source for recruitment of future personnel appears to have been a distinct possibility.

Comments Pro And Con Regarding The Summer Placement Program (Block III)

ATLANTA - "...best location was in the YOC.....first two weeks..confined to training."

BALTIMORE - ".....The Summer Youth Demonstration Project functioned as a separate and distinct administrative unit.....summer workers concentrated on the direct contact approach.....Some 112 employers were contacted, providing 33 job orders on the initial visit. In subsequent weeks more job orders have been received.....230 young people in part time or one day jobs...publicity generated some permanent job orders, 12 of which were filled by this staff.....The augmenting of regular staff..was most helpful.....It probably would be better in the future, however, to allow the YOC greater participation in determining the classifications needed and salaries to be paid....."

BOSTON - "...earlier start..preferably in June.....Continue into September..which would allow..followup with employers."

DISTRICT OF COLUMBIA - "...students were successful in interviewing...they were generally college students...limited contact with employers."

JACKSONVILLE - "The only problems or deficiencies encountered to date would lie in the fact that the program started too late (July 1st) to be of maximum benefit.....we had over 4,000 applications taken prior to this date.....response from private employers..has been disappointing with the bulk of summer placements made in Federal agencies."

MINNEAPOLIS-ST. PAUL - "Special projects ran the gamut of YOC and Block I and III activities..development of a YOC occupational library..summer applicant employment status canvass..employer contact program..verification and resolution of 400 referrals...This facilitated placement operations and "unbogged" daily operations.....screened 5,500 summer applications to determine their availability..called 76 employers to verify orders placed through the President's Youth Opportunity Campaign.. regularly aided placement by screening files for appropriate youth for job referral.....In all, the placement supervisors reported that the kids had provided a tremendous service."

MEMPHIS - "....5235 applicants for summer work.....The greatest trouble has been with 16 and 17 year olds...who constituted 54% of the files..... Our job solicitation program has had good results.....Each one of our summer applicants has been checked...a list of their employers has been made to facilitate next year's summer programs."

OAKLAND - "Total applications..2763.....200 placements.....One very outstanding breakthrough with a large California employer.....no complaints from applicants.....There were 113 regular job openings obtained by student job developers..860 employer visits made..a sizeable number.. made to smaller employers who were..pleased by the status of having been contacted.....An employer stated he was calling to place a job order.. because a business friend had been so impressed by a visit from our trainees."

PHOENIX - "Success of the Block III SYD team is evidenced by the amount of interest created among the YOC applicants. The efforts..greatly enhanced the status of the YOC in the eyes of the hard-to-place youth. Telephone contacts..brought many employers into direct contact with services offered.....contacts continue to be fruitful....field visits contributed impressively to the YOC's public image....the team was not considered adequately prepared for their work until the last three weeks."

SAN ANTONIO - "During the period from July 21 to September 30, the YOC Placement Section made over 2,316 referrals with 673 placements..... 2135 new applications.....Telephone contacts were made to various employers.....The program in itself was good but it would have been much more beneficial if the program had started at the beginning of summer."

BLOCK IV, VOCATIONAL GUIDANCE TRAINING
TIDE Program

Block IV of the Summer E&D Project was entitled TIDE (testing, informing, discussing and evaluating). Testing was to include tests of aptitudes, interests, reading, writing, arithmetic and physical abilities or disabilities. Information giving was to center around vocations and the community or world of work. Group discussions were to follow informational sessions, and evaluation sessions were to follow work activity sessions, both designed to enable the youth to better relate his capabilities to the world around him. Testing and evaluation sessions were to provide a maximum opportunity for self evaluation.

Using the technique of group guidance, groups of disadvantaged youth who were labeled as unemployable were given a four-week, five hour per day class exposure. They were allowed a $20 per week grant-in-aid to cover car fare and other necessary expenses for class attendance. The program was designed primarily as a "holding" technique for individuals who were tagged for Job Corps, MDTA or other programs. It was also designed for others who exhibited characteristics requiring more intensive analysis as a prerequisite to placement. As a "hold" technique the class was planned so that sessions would be arranged sufficiently independent of each other in order that individuals might be referred to the class at any time or might leave whenever other training or job opportunity developed. It was also proposed that TIDE classes use peer leaders to conduct discussions, check attendance, followup absentees and to a maximum extent plan meetings, obtain lecturers, and organize activities. These peer leaders were to be selected by the project counselor on the basis of seniority and leadership within the group.

The original plan for the TIDE classes was that they be programmed as a four-week cycle, and that a trainee could be assigned to a TIDE class at any time and would complete the class when he had completed the full cycle of sessions, or when his regular MDTA training session started, or when he was referred and placed on a job. The following information and activity sessions were proposed as subjects considered to be typical units of a TIDE class. Each unit was susceptable to further subdivision as desired:

Information Sessions

1. Vocational Interests - As derived from natural interests, hobbies, aptitudes, and people.

2. Our Town as a Work Center - Major industries, types of work, seasonal factors, future trends.

3. Our Government - City, county, State, and national government, political parties, democratic processes.

4. Racial Problems - Tensions, prejudices, minority groups, social legislation, social change.

5. Personality Problems - Feelings of insecurity, agressive behavior, personal discipline, temper control.

6. Social Weaknesses - Alcohol, tobacco, narcotics, social diseases.

7. The Delinquent - Our legal system, penal institutions, criminal behavior, rehabilitation.

8. Personal Appearance - Cleanliness, hygiene, clothes, posture, good grooming.

9. Physical Limitations - Eyes, teeth, skin, ears, weight problems, employment of the handicapped.

10. How to Apply for a Job - What you have to offer that an employer would want, how to present it.

Activity Sessions

1. Aptitudes - The General Aptitude Test Battery (GATB), and other tests.

2. Talking - Problems of communication, pronounciation, grammar, dialects, mannerisms.

3. Reading - Eye span, eye movements, comprehension, vocabulary, reading speed.

4. Writing - Punctuation, sentence structure, spelling, penmanship, neatness, letter writing.

5. Arithmetic - Adding, subtracting, multiplying, dividing, figuring interest.

6. Physical Examination - Eyes, teeth, skin, hearing.

7. Work Samples - Assembly, disassembly operations, filing cards, other tests similar to or the same as the JVS tests.

8. Plant Visits - Conducted tours through industrial plants or other activities to observe workers.

9. Practice Job Interviews - Individual participation followed by class critique.

The TIDE program had two major aims. The first of these was to improve the employability of the youth participating in the program. The second aim was to help each participant develop realistic self-concepts and to understand his role in his community and as a potential employee. The vehicle used to reach these goals was that of group guidance.

In 33 cities throughout the United States, Youth Opportunity Centers offered 60 classes of TIDE. Enrollment in TIDE classes ranged from 11 to near 30. Some of the classes were exclusively male or female, while others were mixed. Some of the group counselors were staff members of the local YOC's while others were hired from the outside (mostly school counselors) just for the purpose of running one or two TIDE classes. Some of the TIDE classes emphasized remediation while others emphasized job preparation. The methods used to meet these goals included class discussion, guest speakers, field trips, visual aids, and group dynamics.

Table 4 shows YOC's in which TIDE classes were held and provides some data on the nature of these classes. Because of reporting problems complete information is not available (NA) for all classes.

TABLE 4

City	No. of TIDE Classes	No. of Enrollees	Character of Classes by Sex	Objective in Assigning Trainees a. Hold for MDTA, Job Corps b. Improve Employability
Atlanta	2	53	Male & Female	Holding
Boston	3	NA	Separate, 1M, 2F	Employability
Buffalo	2	36	1M, 1F, mixed for films, talks, some trips.	Employability
Burlington	1	25	Mixed	Holding
Camden	1	NA		
Chicago	3	NA		
Colton	2	50	NA	Employability
Des Moines	2	20	Separate 1F, 1M	Holding
D.C.	1	26	Mixed	Employability
Gary	1	17	Female	Holding
Indianapolis	1	24	Mixed	
Los Angeles	2	60	Separate 1F, 1M	Employability
Long Beach	2	48	NA	Employability
Minn.-St. Paul	2	50	Mixed	Holding
New York				
Bronx	1	16	Mixed	Holding
Brooklyn	2	43	Mixed	Employability
Jamaica	1	23	Mixed	Employability
Manhattan	2	20	Mixed	Employability
Newark	1	19	NA	
Oakland	4	100	2F and 2M	
Omaha	2	33	Mixed	Employability

Philadelphia	2	68	1M and 1F	Employability
Pittsburgh	1	50	Mixed	Employability
Portland, Ore.	1	33	NA	Holding
Phoenix	2	56	1M, 1F	Holding
Salt Lake City	1	17	Mixed	Employability
Sacramento	2	58	NA	Employability
San Diego	4	98	2F and 2M	
San Francisco	4	96	2F, 2M	Employability
San Jose	2	50	1F, 1M	
Seattle	2	69	Mixed	Holding
Tucson	1	NA		

From Table 4, it is apparent that more TIDE classes were made up of both males and females than those separated by sex. This figure would have been even larger except that several districts requested that the classes be separated. Classes having as a primary objective improvement of the employability of disadvantaged youth outnumbered those designed primarily for holding purposes, although all classes had some of each group.

Further information from fifteen YOC's which submitted more complete reports is shown in Table 5. Once again, it is difficult to draw conclusions from the available statistics. Because most final reports were written in narrative form, standardized data is almost impossible to isolate. The information furnished in Table 5 permits some observations relative to the results of TIDE training in terms of percentages placed, those scheduled for training or return to school, and those returned to or continuing in counseling. The reports that were requested did not require complete followup for all trainees and consequently are not complete in all details.

TABLE 5

City	Number Registered	Number Completed	Percentage Awaiting or in MDTA	Percentage Placed	Percentage Need for Further Counseling	Percentage Returned to School	Percentage Awaiting NYC or Job Corps
Atlanta	27	24	.12		.33		
Brooklyn	20	17	.41	.17		.13	
Buffalo	NA	22	.59	.13		.09	.09
Burlington	25	18		.50		.38	.16
D.C.	NA	26		.23		.03	.08
Los Angeles*	60	NA	.25	.40		.15	
Minn.-St. Paul	NA	50	.12	.26	.24	.14	
Oakland	NA	100	.15	.33	.25	.30	
Phoenix*	56	NA	.39				.07
Pittsburgh*	53	NA		.39	.09	.09	.03
Portland*	33	NA	.21	.36	.42		.06
Sacramento*	58	37	.02	.63		.16	.03
San Diego*	112	NA	.13	.40		.15	
San Jose*	50	NA	.12	.34		.12	.26
Seattle*	69	NA	.07	.13	.57	.11	.10

*Percentages are representative of number registered instead of number completed. Complete accounting for all trainees was not attempted by all YOC's, which is why percentages do not total 100.

TIDE Summation and Findings

The information gathered from reports and from staff visits to over 20 of the cities participating in the TIDE program shows a great deal of consistency. Despite the fact that there was not a commonness of orientation, that some classes were all boys and all girls while others were mixed, that project counselors came from within the YOC and also were hired from the outside on a part-time basis, and despite the difference of techniques and class hours, it is amazing to find the commonness of agreement with the finished product. The following areas were shown to be consistent in all the TIDE offerings:

Return to School - A large percentage of the youth enrolled in TIDE classes decided sometime during the course of the TIDE class to return to school. Although it is impossible to come to any conclusion at this time, this may be one of the major contributions of TIDE. This statistic is particularly noteworthy in classes made up of high school dropouts who had been out of school six months. The need for followup on these returnees cannot be over-emphasized.

"Holding" Technique - In most YOC's the most apparent value of the TIDE program was its application as a "holding" device. Boys and girls waiting for their call from MDTA, Job Corps, and NYC were kept close to the YOC rather than joining the ranks of those who had previously lost contact during their waiting period. Talks by successful Job Corps graduates played an instrumental part in recruiting new applicants. YOC managers and counselors considered this an important aspect of the TIDE program.

Continued Counseling - A good number of the youth enrolled in TIDE had never accepted counseling in the YOC. As a result of their TIDE experience many individuals realized their needs for vocational and personal counseling and regularly used the services of the YOC. A good number of counselors reported that their counselees who attended TIDE classes showed marked improvement when returning to individual counseling after their class experience. They felt that these individuals matured and had better insight into their individual problems.

Placement - The degree to which the enrollees were placed varied directly with the aims of the project. Many YOC's reported over 30% placements while others only placed one or two enrollees. The counseling oriented classes did not emphasize placement and therefore, placed few of their people. An attempt should be made to learn more about those placed on jobs versus those awaiting placement.

Attrition - The greatest amount of dropouts in the TIDE classes occurred during the first week of class. Those who made it through the first week showed a high degree of staying power and generally good attendance. A number of counselors reported that the enrollees would show up hours before class and hang around in groups for a number of hours after class. This could be attributed to the fact that the surroundings of the YOC were more pleasant than their surroundings at home or that the cohesiveness of the group kept them together.

It is quite evident that the primary objective of the TIDE project was met. Youth between the ages of 16 to 21 who had been labeled disadvantaged and unemployable showed progress towards employability, returned to school and took advantage of YOC offerings as a result of their participation in a TIDE class. Their attitudes toward work described by their counselors and reported by themselves showed more realism, maturity, and a higher level of aspiration. Boys and girls who formerly would have settled for some menial job now want to better themselves and find a position rather than just a job. It is felt that TIDE played an important role in the change in level of aspiration of those participating in TIDE programs.

The second objective of TIDE is much more difficult to assess. There are observations by counselors and reports by students that would throw light on improvement in this area. Counselors noted an improvement in habits of dress, grooming, cleanliness and general appearances of the TIDE classes. Through group interaction individuals became more aware of the responsibilities to their community and to themselves. Listening to lectures, having group discussions, seeing movies and taking field trips all exerted some influence on each individual. The fact that they were accepted by their groups and realized that they were not the only ones in this predicament helped lift them out of their former status. The cohesiveness of the group, the flexibility of the group situation, their acceptance and their exposure all contributed to their growth.

Without exception, every YOC manager, project counselor and counseling aide that participated in the TIDE program have asked for TIDE as a part of their on-going program. They all saw improvement and felt that through group guidance many more youth can be served with the expectation of more realistic employability and individual growth. The universal complaints about the program consisted of problems of short lead off time and in slow payment to the trainees. Although there may be some disagreement as to the ultimate goals of TIDE and of the techniques used, not one of them denied the need for more TIDE.

In the YOC's where students were polled, less than 10% felt that there was no value in the TIDE program. The others felt that they better understood themselves and understood what was necessary to get and to hold a job. They said that they understood their community better and began to understand their responsibilities. There was almost total agreement that group guidance was a successful technique to help them as individuals.

In summary, it is felt that the summer TIDE program has been shown to be successful thus far. It is felt that more experience and statistical analysis is necessary before it is given final acceptance as part of the YOC's on-going program. The application of what has been learned so far should be attempted for the purpose of further observation and evaluation. There is a very apparent need for statistical data rather than reports on what has been observed. Standardized controls and techniques should be built into further TIDE programs to guarantee the reporting of results. More accurate records can help bring about more conclusive findings.

Recommendations of a task force convened to discuss improvement of the TIDE program include:

1. Sufficient lead-off time.

2. Proper funding to guarantee payments on time.

3. Maximum class size of 15.

4. Counselors recruited from YOC staffs.

5. Decision of mixing classes should be left to individual YOC's.

6. Records must be maintained for statistical analysis.

The task force consisted of eleven YOC counselors from seven States who met for a week to draw up guidelines and a suggested curriculum for future TIDE classes. These suggested guidelines should be incorporated into the existing plan and give direction to all future TIDE classes. Guidelines are included in this report as Appendix B.

Comments on TIDE Classes (Block IV)
(Summarized from individual reports.)

Atlanta, Georgia - Two TIDE classes with a total enrollment of 48 clients met in Atlanta. The classes were mixed with a higher proportion of girls than boys. At the end of their first TIDE class of 25 clients, 16 had not been placed on jobs, 3 were awaiting call to MDTA, and the remainder were recommended for further counseling before job referral. Reports from the YOC manager and from the counselor in charge were most favorable regarding what they considered success of their TIDE classes. Critiques were submitted by the class members and with few exceptions were very favorable. The clients thought that they were helped in preparation for a job and that they also were better able to understand themselves. Two-thirds of the clients responded favorably when asked if they would continue their TIDE classes without renumeration. Atlanta has requested additional TIDE classes as soon as possible and recommends that TIDE classes become part of their on-going curriculum. The only negative report submitted was that of short lead-off time and late payments to clients.

Boston (Cambridge), Massachusetts - The Cambridge YOC because of suitable facilities for TIDE classes held 3 classes and drew clients from the Boston area. The first two sessions were for girls and the third session was scheduled for boys. Due to space limitations classes were limited to 10 clients. Of the 7 who completed TIDE I, 6 were placed as clerk typists and one they lost contact with. Five of the 6 were school dropouts and all had very low educational achievement. The YOC reported that these six were virtually unemployable prior to their TIDE class. The YOC reports that they have proven the effectiveness of group guidance in improving employability and recommend that TIDE program become part of their regular on-going program. Comments from the State Director are to the effect that "Block IV offered the most in terms of the restoration of human beings for a small expenditure."

Burlington, Vermont - The Burlington YOC originally scheduled 20 youth for their TIDE program. They found it necessary to interview 60 young people from their files in order to end up with their final figure of 25. It was from their experience based on past performance to reach their clients quickly or they would not be around to be reached. The most prominent reason for dropout was the inability of the youth interviewed to acclimate to a daylight schedule of events. Six weeks after the final TIDE meeting 7 trainees had returned to school, one returned to school but was also working, 9 were working full time on permanent jobs, 2 were unemployed, 2 enrolled in NYC, one was incarcerated and two were forced to return to the retention home. Burlington reports that TIDE had a good "holding" effect, as it was successful in pursuading some dropouts to return to school, helped disadvantaged youth become more employable,

and served to strengthen ties between the YOC and other segments of the community. The counselor in Burlington kept a day-to-day record of class activities which is interesting and informative, and which appeared in abbreviated form in the December 1966 issue of the Employment Service Review, reprinted here as Appendix C.

Des Moines, Iowa - Two TIDE classes were held in Des Moines. One was made up of 9 males, the other of 11 females. Des Moines suggested that TIDE classes be limited to 3 or 4 hours per day. They felt that the TIDE program was very successful and planned to continue group guidance activities using the technique used in TIDE on a non-pay basis.

Minneapolis-St. Paul, Minnesota - The Twin Cities had a total of 50 youth involved in TIDE courses. Shortly after the finish of the program 36% of the clients had obtained employment, 18% returned to school, 16% entered MDTA or NYC, 24% had not resolved their vocational plans but remained as active cases with YOC counselors and the remainder have been retained by correctional authorities or have entered the military service. The group counselors were of the opinion that their TIDE classes were successful and believe that the "hold" feature would be an excellent addition to the YOC program on a year round basis. Both YOC's plan to followup on TIDE enrollees.

New York (Manhattan), New York - Forty-three youth, 24 girls and 19 boys at the average age of 18 made up the first two TIDE classes in Manhattan. At the time of the writing of the Manhattan report contact with 5 clients was lost, 4 started MDTA, 3 began on full time jobs, two received their DVR assignments, one returned to home, one started in WELD and two entered the work evaluation TOWER. The Manhattan YOC experimented with a rotating group being held for various activities, which made record keeping difficult. Enrollees entered and dropped out at any time. One of the unique features of the Manhattan program was a play entitled "A Living Death...on Improvisation". This play was written, staged, and produced by members of the TIDE class and represented some of the experiences of the cast. In a memo from Robert Payne, senior employment manager at the YOC, the program was called "vital, necessary, successful and was now indispensable".

Newark, New Jersey - Nineteen youths registered in the TIDE class. Of this group 12 were awaiting placement (including Job Corps) and 7 required additional counseling and evaluation. It was suggested that medical examinations for the clients would have added to the significance of the sessions.

Omaha, Nebraska - Two TIDE classes were held in Omaha. The first class enrolled 23 girls of which 20 completed the four-week term and 3 dropped out. All 3 dropouts had valid reasons for dropping out. Their average age was 19.1 years. Their average educational attainment was 11.1 years of school. Thirteen were awaiting MDTA training, 3 were awaiting Job Corps, and 4 required further guidance before training or placement effort at the end of the TIDE class. The counselor reported that the girls who benefited most from the TIDE class were those with no major emotional disorders but projecting a rather low self-concept that manifested itself in terms of negative attitudes towards families, work, grooming, and general insecurity. It was suggested that more lead off time was necessary, payments should be available on time and that attendance be limited to no more than 15. The TIDE class for boys had 13 members, 12 of whom had spent time in the State correctional institution. At the time the report was prepared this group was still meeting and follow up information was not furnished.

Oakland, California - There were four TIDE classes in the Alameda County YOC's. Two groups were composed of boys and two groups were composed of girls. Of the 100 youth involved in the TIDE programs, 60 were awaiting placement, 15 awaiting MDTA training, and 25 requiring further testing and evaluation. The counselor reported favorably on results of the TIDE program and requested that it become a part of their on-going activities. It was suggested that more lead off time be given and that weekly payments be made to the class.

Phoenix, Arizona - The Phoenix YOC held two TIDE classes. One group was made up of 30 males ages 16-20; two were married; 13 were awaiting MDTA; 4 were awaiting Job Corps; 4 were Job Corps returnees and 8 were Selective Service rehabilitants. The female group had 26 members ranging in age from 16 to 21. Twenty of the girls were single, one was married, four separated, and one divorced. Nine of them were awaiting MDTA training. Phoenix reported great interest in the TIDE program and felt that although the program was hard to evaluate so early, benefits were derived by the class members and their potential employability has been increased. A great interest in a continuing TIDE program was noted. They also recommended smaller classes and more lead off time.

Portland, Oregon - A total of 33 youth participated in the Portland TIDE program. All were high school dropouts and all were taken from the YOC counselors caseload. At the conclusion of the class 8 were awaiting job placement, 7 were awaiting MDTA, 2 were awaiting Job Corps, 2 were awaiting beauty school, and 14 required additional counseling before enrolling in training or referral to employment. The Portland counselor reported that the TIDE program was a success on almost any basis which he could use

for an evaluation. He noted an improvement in the attitude of the participants towards work. It was also suggested that TIDE become a part of their on-going operation and that cooperation between their individual counselor and the TIDE counselor be maintained.

San Francisco, California - In the San Francisco area four TIDE classes were held. Two of the classes were for males and two for females. There was some difficulty finding adequate class facilities but cooperation on the part of the public library helped a great deal and facilities were made available at the library. Enrollment in the group ranged from 21 to 27; 92 enrollees participated in the four classes; 23 were awaiting MDTA; 14 Job Corps and 21 schooling of some sort. The balance required counseling and preparation for job placement. The rate of attrition ranged from 20% to 25%. The California report feels that greater lead off time, supportive service, and funds for materials and services would help improve the program. In their evaluation it was stated that the TIDE program demonstrated a potential for providing a meaningful learning and personal enrichment experience that will facilitate successful participation in the world of work. It is further stated that the more significant value of TIDE for the enrollees is the extension of self-awareness and appreciation of self-worth and dignity.

Salt Lake City, Utah - This TIDE class was made up of 17 members, only one female. The rate of attrition was 24%. Two members returned to school, two were awaiting MDTA, five were awaiting Job Corps, three were placed on jobs, and three required further counseling before placement. Success with the program was reported but it was suggested that more lead off time be given, that the class be smaller, and that payments to enrollees be made on time.

Seattle, Washington - Two TIDE classes were held in Seattle with a total enrollment of 69. Of these there were 41 males and 28 females. The attrition rate was reported as being at its highest during the first week of class. Peer leaders were used quite successfully in both of these classes. Five of the trainees were referred to MDTA, five to Job Corps, two to NYC, four to other agencies, nine were placed, eight returned to school, and twenty-six continued counseling. In a survey of the enrollees 70% have a positive reaction to the TIDE program while less than 10% had a negative reaction. The YOC manager reported that they were so impressed with the TIDE program that plans were in process to continue TIDE-type classes without renumeration until such time as TIDE is built into the on-going program. The YOC in cooperation with Seattle University obtained graduate students to work as interns in their program. They strongly feel that using their YOC counselors in these TIDE-type programs has great training value.

Washington, D.C. - This TIDE class was made up of 26 enrollees, 19 females and 7 males. Ten were high school graduates (all female), and 11 dropouts (7 male, 4 female), 3 females were still attending school. There were five dropouts by the end of the second week of class, 11 class members took the Civil Service test for clerk typists and 4 received eligible ratings. Six are presently working at permanent jobs, one entered Job Corps, four have active referrals and two are of unknown status. This TIDE class was much more remediation oriented than the other TIDE classes. Teachers working at the USES on summer assignments were made available and much of the class time was spent in typing, reading and writing improvement. The project counselor reported very favorable results in the area of self-development by the trainees and felt strongly that TIDE should become a part of their on-going program. Class members when asked reported enthusiastically about the value of the program. As in many other TIDE programs lead off time, size of class, and lateness of payments were given as disadvantages.

RECOMMENDATIONS, PROGRAM IMPLICATIONS AND PLANS

1. The TIDE program (Block IV) should be refined and demonstrated in final form with accurate and timely controls over grant-in-aid payments and reporting procedures. If successful TIDE should be incorporated as a regular part of MDTA training. This will require a Manpower Administrator's order as a minimum and possibly some changes in the Act itself.

   (Since it will take time to incorporate TIDE into regular MDTA programming and ES operations, interim programming actions may be required. A task force recently convened for refinement of TIDE estimated the cost of a TIDE class at $3200. It is believed this can safely be reduced to $2800 per class per month, representing grant-in-aid payments of $1200 to be paid to trainees totaling 15 per class ($80 for 80 hours), plus class expenses of $1600, for one full time and two part time positions, classroom materials, transportation, trips, films, etc. Guidelines for the conduct of this revised TIDE program are attached as Appendix B. An experimental demonstration of this revised program is planned during 1967. Future programming actions, if funding can be arranged, should be based on this $2800 per month. For a full year of operation, with ten TIDE classes per year, an interim program figure of $30,000 per participating YOC is projected.)

2. An evaluation of the TIDE program, as refined and demonstrated in Recommendation No. 1 above, should be made to determine whether TIDE can be most effectively operated in the YOC on a full time basis (minimum 30 hours per week), on a half time basis (20 hours per week), or on a part time basis (2 hours per day, 10 hours per week maximum).

   (The results of this evaluation should be used as a basis for determining whether further amendment of the Manpower Development and Training Act is required or how procedures can be best developed for incorporation of TIDE into existing MDTA programs.)

3. Some form of summer youth employment program should be incorporated into employment service operations, for both Youth Opportunity Centers and youth services units. The summer youth demonstration project fully demonstrated that school leavers and students seeking summer jobs place demands on youth offices which have not been satisfactorily met to date.

   (Program wise, these needs are probably best expressed in terms of school population figures, although general population or even local office size provide a rough measure of the community need. At the time this report was written it appeared unlikely that E&D funding would be available for a summer 67 program.)

4. In the summer of 1967 it would be worthwhile to explore on a demonstration basis the use of high school seniors and college seniors or graduate students in a program which might be identified as a local office verson of CAUSE training. Such a program would provide practical local office training and work experience for future professional, sub-professional, and clerical personnel who are oriented toward social work, public employment service, rehabilitation, and related programs. Local CAUSE training thus would not only provide a recruitment source for the employment service, but would provide a summer intern type program which other agencies might draw on to the mutual advantage of all concerned.

   (The same programming factors would apply to this type of CAUSE training as would apply in Recommendation No. 3 above. In fact, under the leadership of responsible college personnel, summer programs for in-house assistance, community outreach, and student placement - identified in this project as Blocks I, II and III - could form a summer task force or unit which would receive CAUSE training as well as furnish much needed services.)

5. Any summer youth program attempted for 1967 should be initiated as early in the year as possible. Personnel should be selected in May and should receive local office training in DOT classification, interviewing or reception, office organization and procedures, and employer relations. This training should be initiated on a part time basis before the summer vacation period begins.

A P P E N D I X.

FINAL REPORT

SUMMER YOUTH DEMONSTRATION PROJECT

The following report is requested from each Youth Opportunity Center participating in the above experimental and demonstration project. The report will be dated as of September 30, 1966, unless the YOC completed its project on an earlier date, in which case the date of completion may be used. Reports will be transmitted through State and regional offices to reach the national office, Attention: EEYT, by October 15, 1966. Cities with more than one participating YOC may submit a consolidated city report if desired. Reports will be submitted only for those parts (Blocks) of the project in which the YOC participated.

Block I and II. Youth Aides and Community Workers.

A. Briefly describe (as Attachment 1) any problems that were encountered in recruitment of staff for Blocks I and II. Various obstacles that have been mentioned include:

1. Late funding of the project.

2. Lack of appropriate State job titles.

3. Recruitment through State Merit System.

4. Labor shortages in private industry at higher pay.

5. Competition with other agencies for summer workers.

Which of these most seriously affected recruitment for Blocks I and II? What other staffing problems were encountered? How were the difficulties of recruiting through the State system met?

B. Identify by number of positions the types of work for which youth aides were primarily hired according to the following categories of in-house assistance:

1. Stenographic

2. Typing

3. General clerical

4. Other (Identify specifically, including any novel or experimental types of assignment).

Appendix A.

C. Also identify community workers by number and by primary activity in the following two categories of outreach:

1. Locating specific individuals.

2. Distributing informational materials or talking to individuals or groups.

D. Comment generally on your experience with these summer workers. Was the amount of work produced worth the effort? Could the office have used more, or fewer, workers to better advantage? How much preliminary introductory training should be programmed?

Block III - Summer Placement Program

Describe this program informally (as Attachment 2) under the following subject headings:

A. Size and scope.

1. How many applications for summer employment only were taken by all personnel of the YOC and other ES city offices? Estimate to the nearest 100.

2. What other organizations in the community operated similar summer placement programs? What degree of cooperation or duplication existed in these summer programs?

3. How many student interviewers and job developers were employed under Block III?

B. Student interviewing and job development.

1. How successful in general were students as interviewers? Did they do a good, fair, or poor job of getting pertinent required information? How much training was it possible to give them? What evidence is there that student interviewers were acceptable or unacceptable to applicants?

2. Did student interviewers contact employers and refer applicants to summer jobs? Would you say their general performance in making these contacts:

a. Interested employers and probably improved his image of the Employment Service;

b. Had little effect on the employer's attitude toward the Employment Service, or

c. Irritated a substantial number of employers.

3. In what ways were student job development activities helpful or harmful to the Employment Service? To applicants? Is information available as to the overall number of summer placements made by the YOC? Number of summer job openings obtained by student job developers? Number of regular job openings obtained by student job developers?

4. Identify the role, if any, of student job developers in the Summer Youth Opportunity Campaign, in developing neighborhood jobs, in organizing work crews, or in various other activities related to summer job development.

Block IV - Vocational Guidance (TIDE) Classes

A. Listed below is information that was requested for the July report. Information previously furnished should not be duplicated, but should be brought up-to-date (as Attachment 3) for this final report.

1. Enclose a copy of the course curriculum for each of these classes.

2. Describe on one page:

a. Arrangements made for each class, including facilities and source of instructors or counselors.

b. Arrangements for certifying and paying trainee grants-in-aid. How adequate were these arrangements?

c. How many trainees attended TIDE classes?
Identify generally by types of trainees included in the project design as:

1) those awaiting placement;

2) those awaiting MDTA training;

3) those requiring testing and evaluation or guidance as a condition for subsequent training or placement effort.

3. What immediate considerations should be explored for improvement of the "Hold" technique? Is the 30-day trainee limit too short? Could curriculum changes be developed to support a trainee period in excess of 30 days?

B. Also include in Attachment 3, the YOC counselor's evaluation of the TIDE class. Were significant vocational goals achieved? Were peer leaders successful in developing and maintaining class rapport and control? Did the leaders or trainees contribute significantly toward determining what the class should do? Did tests, work samples, or examinations develop or disclose information about trainees not previously known or suspected? Cite instances or develop brief case studies to illustrate TIDE class achievements or problems (resolved or unresolved).

C. As a result of information gained from the TIDE class, did any increase in placement activity take place? If so, how many trainees were placed following TIDE class participation?

GUIDELINES

for the conduct of

VOCATIONAL GUIDANCE (TIDE) CLASSES

in

YOUTH OPPORTUNITY CENTERS

prepared by

United States Employment Service

Bureau of Employment Security

U.S. Department of Labor

Washington, D.C. 20210

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Appendix B.

PREFACE

These guidelines result from recommendations of a task force of counselors convened in Washington, D.C. after successfully completing TIDE classes at their respective Youth Opportunity Centers as part of a Summer Youth Demonstration Project which was conducted during the summer of 1966.

Initially, these classes were called TIDE to indicate major aspects of the curriculum, i.e. Testing, Informing, Discussing and Evaluating trainees in relation to their community of work.

Both the name and the TIDE curriculum should be considered as being flexible and subject to change to whatever extent is necessary to accomplish TIDE's principal objective, to increase the individual trainee's employability by means of a short but sustained program of vocational guidance and counseling, designed to increase his knowledge of his potential work environment and to provide some insight into his capabilities and relationship to that environment.

GUIDELINES

Objectives

TIDE is a prevocational experience designed to meet the needs of a selected group of youth who are awaiting referral to training or placement or who are in need of special help in matters of self-evaluation and preparation for work.

The TIDE Program provides an instrument to initiate change by:

A. Providing an orientation to the world of work in order to increase future employability.

B. Providing an opportunity for self-exploration and clarification of attitudes and relationships.

Reasons for TIDE Projects

A number of prevocational problems can be more effectively dealt with in group sessions. Some of the simpler problems require only one or two short sessions. However, many youth are burdened with serious problems that demand more intensive service sustained over a longer period of time....services such as:

A. Near remedial level preparation for employment applications, interviews, and tests;

B. Extensive supervised exposure to the labor market, community services, and training opportunities; and

C. Group experience conducive to exploration and definition of attitudes and relationships.

Provision of these services requires a number of group sessions and regularity of attendance that far surpasses the normal service provided most of the youth that the YOC serves. In order to serve effectively the urgent and serious needs of these youth, their motivational range needs to be extended. Experience has shown that, in many cases, a small financial assist provides the additional incentive needed. TIDE provides both the services and the financial assistance.

Length of Project

Each TIDE project is based upon 80 hours of participation per trainee extending over a four week period. Each project may operate:

A. Five hours a day four days per week; or

B. Four hours a day five days per week.

Trainee Grants-in-Aid

The disadvantaged youth for whom TIDE classes are primarily intended will normally have no money for transportation, food, or other expenses which class attendance will impose. To enable the trainee to participate, a TIDE grant-in-aid is provided. In addition to food and transportation, TIDE trainees have used this stipend for such items as needed clothing, job hunting, coke breaks, baby sitters, and even for food to take home.

TIDE Fund Administration

Prompt payment of a weekly TIDE trainee grant is a matter of major concern both to the TIDE trainee and to those conducting TIDE classes. Experience in the summer program indicated that State checks to trainees seldom arrived on time and worked a definite hardship on trainees when late. State regulations regarding disbursement of funds vary, but where possible under State regulations the following general plan of funding has proved most successful:

A. The State by check established a TIDE Fund in a local bank equal to one-half of the amount required for TIDE class operating expenses and trainee grant-in-aid payments.

B. TIDE fund checks were written by the YOC manager against this account. The YOC manager at the end of the first week prepared a vouchered list of expenditures, and the State reimbursed the fund by this amount.

C. Reimbursement at the end of the second week also followed vouchered expenses, but was limited by the total budget for operating expenses plus grants-in-aid.

D. Third and fourth week expenses were not reimbursed except up to the limit provided in the budget.

E. At the end of the class, a complete accounting of the TIDE fund was prepared by the YOC manager and furnished the State, together with a final check for any unexpended balance and the bank's statement and canceled checks.

Payment for Holidays and Absences

Paid holidays for YOC employees (as determined by State regulations) should be paid holidays for TIDE trainees. With this exception the TIDE weekly grant-in-aid payment should be computed on the same basis most trainees would face in a job situation, i.e. based on hours of attendance.

YOC Staffing

YOC staffing for TIDE programs is recommended as one full time counselor, one half time counselor, and one half time clerical position. Existing YOC counseling staff should be utilized to the maximum extent possible. Since it is desirable to rotate the full time counseling position to the maximum extent possible, the half time counselor position would logically be the next full time TIDE counselor.

It is the concensus of those who have been involved with prior TIDE programs that TIDE can be best conducted by team administration. The responsibility and activity involved in planning, developing, and administering a program of the scope projected for a group of young adults, many of whom resist any structured situation, is too demanding for one individual. At a minimum, the project counselor needs supportive services for transportation, assembling equipment, directing certain activities (such as test clinics), escorting guest speakers, accompanying groups on field trips and clerical tasks.

The functions that the TIDE administrative team should perform are:

A. Establishing general guidelines;

B. Consultation with management, placement staff, and counselors not participating directly in TIDE;

C. Developing financial support and community resources;

D. Program planning and scheduling;

E. Coordinating with enrollee's individual counselors during program;

F. Arranging for facilities for meetings;

G. Requisitioning, obtaining, and accounting for equipment and materials;

H. Planning and conducting English and mathematics improvement sessions and test clinic sessions;

I. Leading discussion sessions;

J. Determining methods of evaluating the program and collecting pertinent data;

K. Planning utilization and training of peer leaders (if used) and implementing plan.

Supportive services may be provided by using other YOC staff members; e.g., counselors, community workers, employer relations representatives, labor market analysts, and community organization coordinators. The local situation (personnel available) will, of course, govern, and assignments will be determined by the ability to perform the required functions. However, experience has demonstrated a direct correlation between skill in group processes, perception of interaction responses, and sensitivity to trainees, and the success of TIDE programs. Therefore, the project counselor should be the team leader for each project.

Management may wish to develop special, brief, TIDE-oriented training.

Size and Composition of Group

The size of the group should not exceed 15. It is recommended that the group enrollment be stable but that new enrollees be added at the discretion of the person running the project. The person running the group should determine the entry qualifications and characteristics for his particular group. Referral to TIDE should be done by YOC staff. The actual selection of trainees should be by the persons or team responsible for the program.

A revolving or continuous input may hamper group cohesiveness and development unless the project is designed around a straight guidance approach, involving distinct units that do not require previous attendance or group involvement, trainees should not be added after the class has started without approval of the person conducting the class.

The question of mixed groups versus groups segregated by sex is also a local option.

Advantages of separate groups include:

A. Less disruption because of differences in maturity;

B. Less showing off or teasing;

C. Curriculum can be geared more closely to the needs of the separate groups;

D. Separate groups may feel freer to discuss certain topics.

Advantages of mixed groups include:

A. Conducive to exploration of role definition and clarification;

B. The very disruption mentioned above can be used as a point of discussion to bring about important insights;

C. Conducive to reality testing - a reality situation.

Peer Leaders

Project leaders should give careful consideration to the involvement of peer leaders. In a group of 15 trainees, two or three peer leaders will probably emerge in the natural course of intergroup dynamics.

It is important for the project counselor to look for and identify the various leadership qualities that present themselves. The roles of peer leaders will vary depending upon the qualities displayed; e.g., radical, philosophical, rebel, quasi-familial (i.e., father, mother, big brother, big sister), chairman. The roles also will affect the manner in which the peer leaders may be used.

The project counselor should attempt to remove blocks that may keep leadership from developing, while at the same time controlling individuals who may be disruptive to group development and cohesiveness.

Peer leaders may be utilized in a variety of ways, such as checking attendance, followup on absentees, helping in planning or actually doing all the planning for certain aspects of the program, organizing activities, orienting new trainees to the project. It may be desirable to organize the group along traditional organizational lines with officers and periodic meetings. Periodic meetings between the peer leaders and the project staff provide status and a feeling of belonging both to the peer leaders and to other members in the group.

Changes in the peer leader strata are preferably controlled by the group itself.

Physical Setting and Equipment (Ideal)

A. Cheerful and comfortable room and chairs;

B. Enough tables for the materials;

C. Tape recorder and plenty of tape;

D. Projectors as available (movie sound, slide, overhead);

E. Copying equipment (ditto, mimeograph, or photocopy);

F. Blackboard;

G. A group library and paperbacks to encourage the group to read;

H. Phonograph for music during break and poetry readings;

I. Radio for music during break.

We suggest the community be encouraged to become involved in the TIDE program by loaning or donating equipment and materials, possibly even the physical setting.

Transportation to and from TIDE sessions is the responsibility of the participants. Field trip transportation should be provided by the TIDE expense fund. Part of the expense fund should be specifically set aside for this.

Curriculum

In preparing a TIDE curriculum, the TIDE project counselor will be granted autonomy to the maximum extent feasible. Each program should use the methods and materials deemed most appropriate to meet the group's specific needs and local conditions and resources. Experience has demonstrated that TIDE participants need an opportunity for both self-evaluation and orientation to the world of work. Since the degree to which any TIDE program will stress self-exploration or orientation to the world of work will vary depending upon the needs of the group and the community, instead of outlining a model curriculum that would be universally applicable, the ensuing represents a composite of suggestions based on the experience of earlier TIDE groups. Therefore, the methods, techniques, films, visual aids, tours, speakers and activities provides a broad frame of reference for project planning.

General Observations

The following observations relating to the experience of various prior TIDE projects may be helpful;

A. It is desirable to involve the TIDE trainees in program planning.

B. It is desirable to extend to the trainees responsibility for developing and enforcing group rules of conduct.

C. It is desirable to have a recreational activity early in the program. Such an activity apparently acts as a catalyst in stimulating group feeling.

D. It is desirable to alternate sessions involving physical activity with sessions where there is relatively little physical activity.

E. It is desirable to have a sufficiently flexible schedule to permit unscheduled, spontaneous discussions.

F. It is preferable to confine activities relating to tests to those activities directly concerned with assisting the trainee to pass employer tests, General Educational Development (G.E.D.) tests, Armed Forces Qualification tests, and qualification tests for schools, training, or union, apprentice programs.

G. Self-expression - in writing, in improvised acting, or in verbal exchange, preferably taped - is desirable and generally elicits positive group support.

H. Each trainee should be individually counseled prior to entering a TIDE program. There should be adequate provisions for the communication of feedback from the group to each participant's counselor.

I. It is undesirable to incorporate in the TIDE program any activity - such as diagnostic testing - that is primarily for research purposes. Only activities that will be instrumental in attaining the TIDE objectives should be programmed.

Curriculum Content

The TIDE curriculum should be designed to help the TIDE trainee answer the following questions:

A. Who am I?

B. What have I done?

C. Where an I going?

D. How will I get there?

The trainee is helped in answering the above questions through exploration of:

A. Self

B. The world of work

C. Training and educational opportunities

D. Cultural recreational resources

E. Private and public community resources

The above explorations can be accomplished through the use of any or all of the following techniques, methods and resources:

A. Field trips

B. Group counseling

C. Films

D. Guest speakers

E. Group discussion

F. Remedial education

Examples of successful explorations in each of the above six areas follow:

Field Trips

Field trips should be planned with the needs of individual trainees in mind. The group may be split where advisable to better accomplish field objectives. Where possible field briefings should be conducted by individuals who can relate to the type of trainee involved. Thus, in visiting a work site, a fairly low level worker can sometimes be more effective than a company official.

A. <u>The World of Work</u> - A cross section of jobs and people who work at:

1. Unskilled, semi-skilled, and skilled jobs (e.g., printing, machine shop, film processing, construction).

2. Service jobs (e.g., hotel, food preparation, food processing, post office, telephone company, hospital).

3. Clerical and sales jobs (e.g., banks, stores).

B. <u>Training and Education</u>

1. College, junior college, vocational school

2. Manpower training center

3. Private vocational school (e.g., beauty culture, electronic data processing, practical nursing)

4. Library

5. Rehabilitation training center

C. <u>Cultural Recreational Resources</u>

1. Aquarium, museum, planetarium

2. Walking tour

3. Zoo, sporting events, picnics

4. Radio and TV station, theater

D. <u>Private and Public Community Resources</u>

1. Police Department

2. Fire Department

3. Meeting of local city commission or councils

4. Labor Union

5. Court session

6. Family Counseling Agency

7. Family Planning Clinic

8. Legal aide

9. Health clinics

Group Counseling

Possible directions for group discussions include:

A. The development of the concepts of "how I appear to others."

B. The development of insight into "norms."

C. The understanding of fear in relation to achievement and social situations.

D. The uncovering of persistent themes relative to goal development.

E. The stimulation of understanding of societal roles and how they are developed (e.g., role of the husband, role of the worker, role of the student, role of the citizen).

F. The provision of a supportive tool for individual growth.

Speakers

(Note: the speaker's ability to effectively relate to and communicate with youth is equally, if not more, important than the topic of the speech. The following represents a combination of topics and possible sources for speakers.)

A. Self-Understanding

1. Personality problems including problems of identity and of sex identity. Psychiatrist, psychologist, psychiatric social worker of a public or private agency dealing with youth. Sources include: Psychiatric Treatment Centers, Adolescent Behavior Clinics, Public Health Service, and American Personnel and Guidance Association.

2. Mental and physical health problems, including alcoholism, and drug abuse. Professional representative from such agencies as Centers for Special Problems, the Public Health Service, the American Social Health Association, V.D. Clinics, medical schools, dental schools, general hospitals, Planned Parenthood Association, American Nursing Association, and American Medical Association.

3. Personal Hygiene and Grooming. Instructors from beauty school, charm school, or modeling school; local department store's fashion consultant, buyers, or shopping assistants; public health representative.

4. Personal family, financial, and legal problems - Family Service Agency, Planned Parenthood Association, Department of Social Services (welfare), Consumer's Counsel Office (or similar organizations), Legal Aid Society.

5. Problems of role as a minority group member, relations to minority group, and organizing for social change - NAACP, CORE, Urban League, or other Civil Rights organizations; American Indian Council, League for American Indian; organizations for other ethnic groups; agencies protecting or monitoring minority rights, e.g., Council for Civic Unity.

6. Problems of emergency needs - Travelers' Aid Society, Goodwill Industries, Salvation Army, religious organizations, and missions that provide charitable assistance.

B. <u>The World of Work</u>

1. Employment in private industry - individuals or panels.

2. Jobs in government: Federal, State, local, Civil Service.

3. Organized labor's role in the world of work.

4. Labor Market Trends using Labor Market Analysts or placement interviewer.

5. Equal opportunity in employment; e.g., Fair Employment Practices Commission, Human Rights Commission.

6. Utilizing the handicapped worker; e.g., representatives from workshop or League for Handicapped.

C. <u>Education and Training Opportunities</u>

1. Local high school programs

2. Vocational rehabilitation

3. Apprenticeship

4. OJT and MDT Programs

5. Training opportunities in private business and trade schools

6. Scholarships and grant funds available

7. Job Corps

8. NYC

D. Cultural and Recreational Resources

1. Parks and Recreation Department

2. Little theater groups

3. Museums

4. Library

E. Private and Public Community Resources

1. American Friends Service Committee (information and possible vocational outlet)

2. Consumer Educational Course (or equivalent)

3. Community Service Centers

4. Representatives of major political parties

5. Elected officials; e.g., mayor, senator, congressman, assemblyman

6. City Housing Authority

7. Clergymen, social workers, welfare workers, others - Active in promoting improved community relations

8. Police (community relations) Department

9. Youth authority/probation representative

10. Civilian agencies dealing in some area as youth authority; e.g., Committee on Juvenile Delinquency - Seven Steps Foundation

11. International Institute

Group Discussion

Generally, the greatest success is achieved when there is pre-activity and post-activity discussion. These discussion periods offer excellent opportunities in surveying expression and for isolating subjects or areas that should be covered in most formal sessions or in group counseling type sessions.

In projects where peer leaders were used, small group discussions were ideal situations both for the exhibition of leadership qualities and to involve youth who might otherwise be reticent to participate in discussions with the entire or larger group.

The important thing to remember is that the group discussions are an integral part of TIDE no matter what the program format or the group of activities. Without this element, invaluable "feedback" never occurs.

Films

A. Vocational - Motivational

1. The Road Ahead - 30 minutes - Produced by National Urban League. Problems faced by two dropouts, a Negro and a white youth, who are automated out of their jobs as elevator operators. Novel switch on the discrimination theme.

2. What's In It For Me? - USES produced film on the YOC, as it affects an unemployed school dropout, his wife and baby and his friends. Heavily emphasized MDT training as the answer to dropouts' problem.

3. When I'm Old Enough Goodbye - USES produced.

4. The Winners - 30 minutes - Produced by Illinois Bell Telephone. Lively "hip" film featuring views of and interviews with Negroes on a large variety of jobs. Names of nationally known firms who are "merit" or "equal opportunity" employers prominently displayed. Great use of "winners vs losers" theme, of music and visual effects.

5. No Limit to Learning - 30 minutes - Produced in California. Distributed by College Entrance Examination Board, 457 Riverside Drive, New York. Excellent motivational film in color showing various ways youth can learn about and get post high school training for occupations. Absence of slum setting and failure syndrome offer a refreshing change.

6. Getting a Job - Produced by Encyclopedia Britannica Films. Informative presentation of the steps taken by a number of high school seniors in choosing an occupation, locating possible job openings, and applying for a job. Outdated fashions worn by actors and lack of minority group members detract from an otherwise excellent film.

7. Upward Bound - Story of Summer Project at Western Washington University.

8. Job Corps Films - Various, available through the Office of Economic Opportunity.

B. Human Relations - Civil Rights

1. Morning for Jimmy - Produced by National Urban League.

2. The Sit-In - One hour CBS Kinescope. History of the Civil Rights Movement. Terrific for building self-esteem and self-respect among Negro youth.

3. New Girl - Shows anxieties of management, workers, and the "new girl". The first Negro employee in the company portrayed as she is introduced around her first day on the job. President's Committee on Government Contracts, 1959 on Film Company.

4. Felicia - Depicts the life and problems of a 13 year old Negro girl living in the Watts section of Los Angeles. Stuart Roe, released by University of California 1965.

C. Health and Social Problems

1. The Decision - CBS special on narcotics. Available in most public libraries.

2. 1/4 Million Teenagers - On venereal diseases.

3. Is Smoking Worth It? - Produced by American Cancer Society.

4. Too Tough To Cure - Produced by American Cancer Society.

5. Men at Work - Film Board of Canada - McGraw - Hill Preview Library.

Sources of Films

A. Public libraries

B. University libraries and departmental offices

C. Government agencies

D. bor unions

E. Professional associations

F. Private industry

G. Film libraries

H. Distributors and producers as listed in film catalogs

Remedial Education

The emphasis given to basic academic skills will depend upon the availability of resources within the YOC or its accessibility in the community itself. It also depends upon whether improvement in basic skills is necessary for the achievement of the trainees' goals, and on the degree to which the TIDE counselor wishes to involve himself or other staff members in teaching of quasi-teaching functions. TIDE classes are not to be thought of as remedial education courses, although improvement of communication and other basic educational skills may sometimes be a necessary part of vocational adjustment. Remedial education subject areas that have been included in TIDE projects include:

A. Vocabulary building

B. Oral expression and articulation

C. Reading comprehension

D. Written expression and grammar

E. Improving facility in working with numbers (arithmetic and mathematics)

F. Test-taking

G. Typing

A wide variety of techniques for working with these subject areas have been utilized. Some of the more successful techniques were:

A. Vocabulary Building. Relating the study of vocabulary to other aspects of the TIDE program. Emphasizing the development of an awareness of words by providing trainees with pocket dictionaries and encouraging their use of new words learned. Word games, quizzes, and systematic study of books such as "30 Days to a More Powerful Vocabulary".

Vocabulary study can be tied in with a visit (e.g., to an art gallery) by having trainees answer questions that require the use of dictionaries such as:

This scene (from Vuillard's, The Visit) has an air of _____
1. Futility 2. frivolity 3. gentility 4. senility

This woman (in Courbet's A Young Woman Reading) appears to be _____
1. aggrieved 2. incensed 3. repressed 4. engrossed

B. Oral Expression and Articulation. Forms of oral expression that have proved helpful include: (1) discussions; (2) debates; (3) role playing; (4) short talks (a local Toastmasters Club assisted one project); (5) planning or evaluating sessions; (6) mock interviews; (7) impromptu skits or plays about trainees' life experiences.

Articulation can be improved by having trainees listen to themselves on tapes to become conscious of their speech patterns. The repeated reading of appropriate poems was found to increase fluency of reading and improve enunciation. Group pressure can be used to improve enunciation by having group members, particularly the less articulate ones, dictate spelling tests or other exercises.

C. Reading Comprehension. Reading should be encouraged in every way possible. Paperback books, magazines, newspapers, pamphlets, are preferable to textbooks (see attached list of recommended books). Trainees can be asked to submit questions and answers on the material read. Exercises in reading comprehension can be assigned under test conditions, then gone over in class.

D. Written Expression and Grammar. Opportunities for written self-expression may be provided through writing of autobiographies and/or goal statements at the beginning and the end of the program. The goal statement not only provides a measure of individual growth and development but is also useful in evaluating the effectiveness of the overall project.

Provocative essay questions can be assigned following a shared experience. Trainees can be encouraged to write thank you letters to guest speakers, to write letters to the editor, or to write to their congressman on current issues. An excellent project is the compilation by each trainee of a notebook on one or more selected occupations including answers to such questions as: "What are the educational requirements for this job? Where does one best apply for this job", etc. This could also involve writing for free, occupational literature.

Keeping of a personal diary or class log can be projects for some trainees. Summaries and critiques of books or magazine articles read can be undertaken. Provoked writing by asking for comment on "loaded statements" such as: "All teenagers are no good"; "our streets would be safe were it not for teenage drivers"; or "teenagers never try to understand their parents", proved to be a good way to encourage written expression.

Grammar lessons should reflect the trainees' needs based upon errors in written papers or speech. Rules taught should be illustrated by many examples, coming from the trainees themselves whenever possible.

E. Number Facility. Lessons are aimed at developing speed and accuracy in computations, and ability to solve "word problems". Daily timed speed drills, in addition, subtraction, multiplication and division with trainees keeping their own progress sheets, help accomplish the first objective. In teaching word problems, use examples that relate to trainees' lives, such as computing batting averages or figuring the interest on cars or radios bought on credit. Diagnostic tests are given to determine who needs help in what areas. Suggested units for lessons are: money, fractions, percentages, weights and measures, and decimals.

F. Test Taking. It is important to help trainees cope with the tests required by many employers as well as government civil service systems. Drill in such operations as alphabetizing, name and number comparison, tool recognition, cube counting, word analogies, sorting schemes, and other questions that appear on commonly used tests is time well spent.

G. Typing. Typing practice for those trainees who have a basic knowledge of typing and who need to improve their speed or accuracy is desirable if facilities are available. Timed tests should be administered periodically. Beginning typing instructions should not be attempted in a four-week program.

Books and Materials

Books and materials that may be used in remediation-type activities include:

A. Hooked on Books by Daniel Fader. Paperback report on a successful experiment in a boy's reform school involving the stimulation of interest in reading through mass exposure to paperback books, and the development of writing skills through extensive daily exercises in copying printed materials. An excellent bibliography of 500 paperback books of interest to disadvantaged teenage boys is included, as well as a study outline for the play West Side Story.

B. ARCO books on various Civil Service tests, the High School Equivalency Test, and the Armed Forces Qualifying Test.

C. Reader's Digest Graded Skill-Builders - good inexpensive multi-subject magazines for work in reading comprehension. Questions and exercises follow every article.

D. Call Them Heroes - Attractively illustrated paperback anthologies of Negro success stories. Available through local health and welfare council offices.

E. Typing Made Simple - Useful for individuals with some knowledge of typing who want to brush up. Could be a self-teaching manual for a very motivated person.

F. Arithmetic Made Simple - (Junior Series) A good review of arithmetic, including explanations, examples, problems and answers in the back.

G. Occupational Outlook Handbook - U.S. Department of Labor

H. Job Guide for Young Workers - U.S. Department of Labor

I. Briefs of Selected Federal Jobs - Office of Economic Opportunity

J. Lord of the Flies - William Golding

K. 30 Days to a More Powerful Vocabulary by Funk and Lewis. Excellent, but very sophisticated vocabulary builder. Concepts and words presented an excellent jumping off place for discussions.

L. Yes, I Can - Sammy Davis Jr.

M. Manchild in the Promised Land - Claude Brown

N. Black Like Me - John Griffin

O. The Learning Tree - Gordon Parks

P. Black Boy - Richard Wright

Q. Go Tell It on the Mountain, The Other Country, and The Fire Next Time - James Baldwin

R. Up the Down Staircase - Bel Kaufman

S. West Side Story - Arthur Laurents

T. In Search of Bisco - Erskine Caldwell

U. Willie Mae - Elizabeth Kytle

V. The Diary of Anne Frank - Anne Frank

W. A Raisin in the Sun - Lorraine Hansberry (play form)

APPENDIX C

T.I.D.E. A PROMISING DEMONSTRATION PROJECT

(Reprinted from Employment Service Review, December 1966)

T.I.D.E.—

A Promising Demonstration Project

WILLIAM O. NICHOLS

The Employment Service needs a program to hold, orient, and counsel youth for whom immediate referral to employment or training is unavailable or inappropriate. Group counseling has been used extensively in Youth Opportunity Centers, but such traditional prevocational assistance to prepare youth for the world of work has not provided the sustained effort required.

A program of Testing, Informing, Discussing, and Evaluating (T.I.D.E.) was designed to meet this need, and was incorporated in the 1966 summer youth demonstration project developed by the Office of Manpower Policy, Evaluation, and Research in cooperation with the Employment Service. T.I.D.E. objectives centered around youth development by increasing knowledge about the work community, upgrading employability through motivation, development of communication skills and improved attitudes toward work, establishment of a workweek pattern of living, and self-analysis in terms of marketable skills and characteristics.

T.I.D.E. provided YOC classes for 20 persons meeting 5 hours a day, 5 days a week, for 4 weeks. Two daily sessions, 2½ hours each, were arranged so that youth could be referred readily to a class at anytime of the working day or could conveniently leave the class whenever a suitable training or job opportunity arose. T.I.D.E. classes were given in 23 YOC's in 17 States during the summer months of 1966.

Part of the "holding power" of T.I.D.E. was the payment of grants-in-aid of $20 per week for a maximum of 4 weeks to class participants. Such allowances, not authorized for the regular MDTA program, were incorporated into the demonstration project under authority of title I of the Act.

Counselors for the T.I.D.E. program were given a suggested list of curriculum subjects, but were encouraged to make adaptations. The basic aim was to give the youth a better understanding of his abilities and problems and a better orientation to his community and work environments. Suggested T.I.D.E. topics were grouped under these headings:

Testing.—Interest, aptitude, educational, and physical testing were included as possibilities.

Informing.—Trainees were to be given as much vocational information as possible—about their work community and their relationship to it—tours, films, and talks by knowledgeable people were utilized.

Discussing.—Group discussion of talks, tours, and films would follow each presentation.

Evaluating.—Individuals were to be encouraged to evaluate themselves in relation to tests, information, and discussions. Role playing was encouraged, particularly in applying for a job.

The short leadtime for the project forced all counselors to improvise as the program progressed. If anything, the project has demonstrated that YOC-trained counselors could be quite innovative using their own initi-

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A pilot program called T.I.D.E. (Testing, Informing, Discussing, and Evaluating), operated by the Oregon State Employment Service and the Bureau of Employment Security, at the Portland Youth Opportunity Center (see above photograph), ended on September 23, 1966, for 25 youths, none of whom had completed high school. The program was tried in 28 cities in the Nation with the purpose of giving participants more employability through an intensive 4-week course in a variety of subjects.

Basic education subjects included spelling, mathematics, reading, and health. Instructors were provided through the Reed College community education project.

Students were paid $20 a week throughout the course. They heard special lectures by Oregon State Employment Service personnel and community leaders on marriage, alcohol, delinquency, racial problems, community college opportunities, the *General Aptitude Test Battery,* economics, narcotics, and personal qualities for job success. They were also taken on field trips to see jobs in action at area industries. Eight of the students had received jobs before the end of the course.

ative and resourcefulness for developing and locating meaningful curriculum materials and ideas for discussion purposes.

One young New England counselor kept a diary—partially reproduced here—which provides insight into the problems and satisfactions which accompanied the program. She feels, as would all our T.I.D.E. counselors, that this was only a hasty experiment, and that if she had to do it again, some things would be done differently. Certainly, the classes may have overemphasized military service and under emphasized industrial visits and similar vocational activities.

A similar pattern of results applies to many of the graduates of T.I.D.E. classes. This can be very roughly expressed as: 40 percent finding productive work; 40 percent in training (returning to school, MDTA, or Job Corps); and 20 percent unemployed or out of the job market. Results such as these, particularly in the placement area, have been a pleasant surprise to everyone.

From various State reports it appears that at least six benefits resulted from the summer program.

First, the T.I.D.E. program helped in the placement of hard-to-place youth. It improved trainee employability and provided more information about marketable characteristics already possessed by trainees. After 4 weeks of group activity, many counselors discovered there were existing job orders or were known employers who could be approached on an individual basis. The jobs in many cases were already there. The applicants' capabilities wasn't known, and the T.I.D.E. class brought out the job-worker relationshkip that wasn't immediately apparent.

Second, the T.I.D.E. class provided the technique necessary for counselor-counselee communication to be maintained until arrangements could be made for the Job Corps, Neighborhood Youth Corps, and MDTA training.

Third, T.I.D.E. training stimulated the interest of others in these

same training programs and some who had formerly shown no desire for an education returned to school.

Fourth, T.I.D.E. classes improved counselor-counselee relationships. It gave many counselors an experience they won't soon forget. It gave the counselees the feeling that the YOC was really interested in them and in getting them jobs. There was an increase in the number of trainees requesting individual employment counseling, and many youth returned to individual counseling which they had discontinued.

Fifth, T.I.D.E. uncovered a real need among disadvantaged youth for constructive group-oriented activity. The spirit of fellowship resulting from association with other youth with similar problems is hard to describe. Trainees wanted to continue classes on a nonpaying basis, wanted to form social "alumni" clubs and, in one YOC, they formed a "Wednesday Job Finders Club."

Sixth, some of the advantages that trainees reported included: Development of realistic self-concepts; greater confidence in their ability to take job interviews and tests of job placement; better understanding of their home and family situation and their role in society; better information on job opportunities; better attitude toward working with other people; better understanding of need for high school education or other training; and improvement in personal hygiene and dress.

Seventh, T.I.D.E. improved the image of the YOC as a community service agency. Employers, welfare officials, juvenile police and court officials, minority groups leaders, the clergy, and others became increasingly aware that T.I.D.E. was a YOC action program, and their response was both positive and enthusiastic.

The summer T.I.D.E. program was completed in September 1966, but plans are being made for its return. Response to the program has been so enthusiastic that efforts are being made to identify the most worthwhile curriculum materials used in the summer effort, and to work out problems related to size of classes, transportation, length of training, payments to trainees, and other deficiencies that beset the summer program. Therefore, a revised and improved T.I.D.E. program will be developed and utilized in further demonstration work. Hopefully, the results will provide support for T.I.D.E. programs on a regular basis under Employment Service sponsorship.

Diary of a T.I.D.E. Counselor, Summer 1966

July 25—Introduced self—gave personal background; tried to interject some "human" or humorous note. Explained program—stressed it would not be a classroom situation—should respect each other's right to own opinions. Had group discussion re smoking—decided to allow it.

Group discussed plans for future—pretty nebulous—a few unrealistic plans expressed.

July 26—Evaluation of items on Interest Check List helped to start discussion re qualifications—actual work involved—how to go about seeking employment—where work might be performed—conditions.

Mentioned we would be having movies this afternoon and would need someone to operate projector—had volunteers. Two seem to be showing signs of leadership. Films helped to break ice—discussion general—still concerned about saying what they felt I wanted to hear.

"Discussion of Vocational Aptitudes"—hobbies—had not seen relationship before or why employer would be interested—group seems to be warming to idea of expressing self.

July 27—"Labor Laws"—speaker good—some not aware of many regulations re teenagers—students later discussed some of working conditions they had experienced!—very candid.

"Applicant Requirements as Seen by Employers"—discussed "How To Apply for a Job." I was surprised at outlook many had re holding jobs—would leave at slightest provocation or when they had enough money to spend.

Peer leadership definite—one student in particular.

July 28—Tape recorder—role playing—much interest—allowed students to pair off as they wished in morning. Some very reluctant but would try—one boy with speech problem reluctant at first but then joined in.

July 29—Film on "Dropout"—was probably best received of all shown—good discussions following this—seemed realistic to most of students.

"Neighborhood Youth Corps and Job Corps program"—many students familiar with some of information—not afraid to ask questions or offer comments.

"Personal Appearance"—very frank discussion—seem to agree fairly unanimously on what should be worn, cleanliness, etc.—we have a couple who should practice it—did note as program progressed change in the appearance of a number of students.

Made out payroll vouchers—leader finished first and then offered to help others—several others picked this up and volunteered to do same. Some limited ones had a hard time even with sample to follow.

August 1—"Visit to County Court"—students orderly and attentive. Some had previous court experience—and imparted first-hand

knowledge—those on probation or had been in training school not reluctant to speak of this now.

"Apprenticeship Training Program"—did not reveal as much personal interest as I thought it would, possibly because most are quite young and not thinking this far ahead.

August 3—"Our Town as a Work Center." Quite a bit of interest—some making approaches to get part-time work while in program. Several who had not evidenced too great an interest in returning to school now beginning to speak a bit more positively.

Films—"Banks and Credit" and "Why Budget?" were OK. Brought up question of financing Hondas and cars—the two items most sought after by these youngsters.

August 4—Money is a major problem to these students—many were concerned about getting home before noon (when their mail was delivered) so that they would get the check before their mothers or fathers did—said their parents would endorse and cash them.

Saw 16 mm. film on "How to Fill Out an Application Blank"—good—filled out rough drafts and later filled out "perfected" copies.

August 5—"Selling Yourself to an Employer"—role playing—this they tend to like and it was pleasing to note the marked improvement in their approach to speaking on tape.

August 8—"Why Do People Sometimes Fail to Get the Jobs They Seek?" Still amazes me at times to hear them discuss leaving a job on the spot if sometone tries to give them a hard time. They still find it difficult to accept criticism whether constructive or destructive—to them it is all the same.

"MDTA"—some interest here, particularly in the cooking and auto mechanics courses among those not returning to school.

August 9—"Air Force Recruiter"—M/Sgt. very good—discussion from the start. Student dropped in to listen—had a cap on—one of group pointed to cap with motion to remove it—done on own initiative.

August 10—"Belonging to a Group"—film—quite well received—discussed bilingual families, various culture groups, how they themselves might go about joining new group in community and what can be done to obtain a welcome.

"Handling Money and Credit"—very good. At close of session, speaker mentioned that these youngsters asked and discussed more subjects than some college groups to whom he had spoken.

"Marine Recruiter"—Sgt. could field and squelch comments and questions skillfully. Told students that if a person could read, he would work with him so that he could pass the General Services test—this seemed to please and impress them.

August 12—"State Police Trooper and Detective"—good students not afraid to ask questions. Was pleased with reception given in view of their earlier apprehension.

August 15—Students discussed diet—eating habits—sleep required—some diseases more common to teenagers—went 20 minutes beyond lunchtime—they did not mind when as they found we would extend the lunch period.

Restaurant owner spoke about what he looked for in employees—working conditions in restaurants—possibilities for advancement in cooking area, etc.—well received.

Role playing becomes easier each time—boy with speech problem sounds much better on tape than at beginning—easier to understand than when in ordinary conversation.

August 17—"Dress Up for Occupational Visits!" Students look nice—some clothes may not fit to perfection but they really made an effort and it showed. In recording session, the girl who had been with us from the start surprised me with her presentation—such an improvement! She had never been able to enter into discussions, express opinions, etc., and now has much more confidence—wishes program were to last longer. Behavior very good on these visits.

August 18—"MDTA Field Trips"—very successful—dressed up again—seemed very interested in work which these people were learning and doing and the pride which they took in their work. NO CHECKS Ughhh.

August 19—The password is "checks"—where are they and when will they be in!!

Film—"What's in It for Me"—they enjoyed it—and wanted to choke the "mother"—had impression from expressions and comments that yelling and nagging not unfamiliar to them. Discussion on "Why Workers Lose Jobs" a bit draggy—last day—have to sort of pull things along at times. Sorry to see program end and number of group expressed this feeling during day.

Training Film on Counseling Supervision

One copy of a training film on counseling supervision was recently distributed to each regional office for loan to the States. This film was developed by the University of Michigan in cooperation with the Michigan Employment Security Commission and financed by a grant from the Bureau of Employment Security. In black and white, the film is divided into two reels. Running time for each part is approximately 25 minutes.

Part I, entitled "The Counselor at Work," is an actual interview between a YOC counselor and a disadvantaged youth in Detroit, in which the counselor skillfully draws the youth out without dominating the interview. Part II, called "The Counselor Supervisor," consists of a case discussion between the counselor and the counseling supervisor, played by Dr. Edward C. Roeber, formerly Regional Counseling Consultant for Region V. This illustrates a type of supervision Employment Service counselors should but too infrequently receive.

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